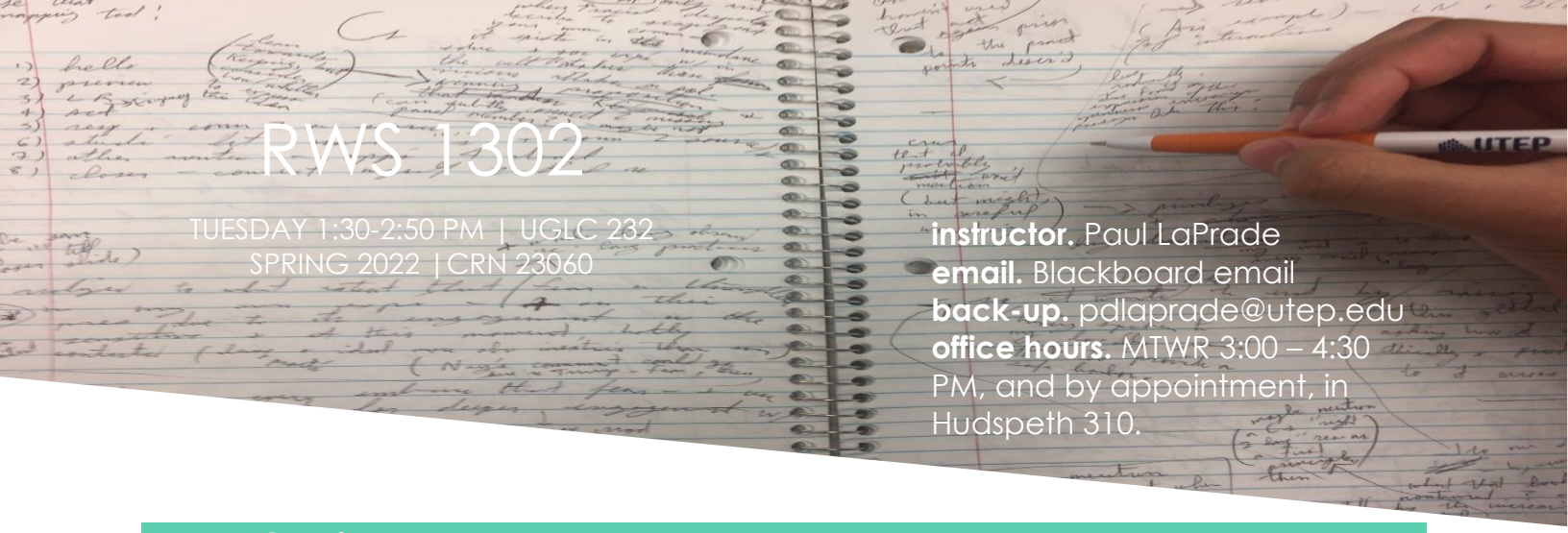


RWS 1302

TUESDAY 1:30-2:50 PM | UGLC 232
SPRING 2022 | CRN 23060

instructor. Paul LaPrade
email. Blackboard email
back-up. pdlaprade@utep.edu
office hours. MTWR 3:00 – 4:30 PM, and by appointment, in Hudspeth 310.

Program Overview

At UTEP, the **First-Year Composition (FYC) program** in the English department offers two first-year courses that are typically taken as a sequence, RWS 1301—Rhetoric and Composition I and RWS 1302—Rhetoric and Composition II. These courses are intended to help students develop and reflect upon their rhetorical and writing knowledge including awareness of social and racial justice, and the implications of their language choices when they write, based on the understanding that language is never neutral. Therefore, we teach writing as a complex activity through which students are given guidance and often collaborate. Drawing on the rich scholarship of Rhetoric and Writing Studies, we have designed our courses to help students address the challenges of 21st century composing. In these courses, students are empowered to determine the most effective strategies, arrangements, and media to use in different rhetorical contexts.

The FYC program reminds students that the primary purpose of these classes are the learning and practice of writing. The Conference on College Composition and Communication together with the Council of Writing Program Administrators state:

> Writing classes teach writing: Principally, writing classes foreground writing itself as a complex, distributed activity premised upon sociality and community formation, processes and materials, flexibility, and ethical communication. Writing classes may involve participants in purposeful interpersonal interactions (discussions and conversations), writing-related activities (peer review, studying features in model texts), and interpreting texts (making meaning individually or together with others); however, the activity of writing itself continues to be central to what a writing class sponsors.
>
> CCCC and CWPA Joint Statement in Response to the COVID-19 Pandemic

RWS 1301 & 1302 Learning Outcomes

1) Students will reflect on and critically analyze their own language experiences.
2) Students will synthesize information about racial and ethnic biases and other social justice issues and confront these issues in their writing.
3) Students will demonstrate engagement with multiple media sources through their projects, including, but not limited to, digital resources.
4) Students will identify relevant research sources and opportunities from their lived experiences, their campus interactions, and their engagement within their communities.

5) Students will apply knowledge from local communities to research broader social issues demonstrating their critical awareness.

At the end of these FYC courses, students will be able to:

Critical thinking and reading

- Think, read, and write analytically and reflectively
- Address specific, immediate rhetorical situations and their effects on individuals and communities
- Read a diverse range of texts and apply these texts to different audiences, contexts, and situations.

Composing practices

- Read and compose in several genres to understand how genre conversations shape and are shaped by readers' and writers' practices and purposes
- Develop composing processes appropriate to writing style, audience, and assignment
- Use composing processes and tools as a means to discover and reconsider ideas, generate writing, and make meaning
- Engage with a community of writers who dialogue across texts, argue, and build on each other's work
- Develop writing projects through multiple drafts by learning flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Give, receive, and act on productive feedback from peers and instructors to work in progress

Research

- Learn to formulate research questions, methods for research, and analyze and synthesize material
- Develop 21st century technological literacies and modalities needed for researching and composing
- Locate and evaluate primary and secondary materials, such as: journal articles and essays, books, scholarly and professionally established and maintained databases and archives, and informal electronic networks and internet sources.
- Learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material)
- Apply research to various genres and cite sources in American Psychological Association Style (APA) or Modern Language Association Style (MLA)

Assessment

- Use reflective learning strategies to self-assess and understand one's processes and products
- Collaborate
- Integrate and act on critical feedback from peers and instructors
- Understand and examine critically the reasons behind writing conventions in fields and disciplines

Rhetoric & Composition 2 (RWS 1302) Course Description

Rhetoric & Composition 2 (RWS 1302) aims to develop further students' rhetorical and critical thinking skills in order to facilitate effective written communication in educational, professional, and social contexts. Effective communication is based on awareness of and appreciation for diverse language practices as well as knowledge specific to subject matter, genre, rhetorical strategy, racial and social justice, and writing processes.

The curriculum consists of these 5 modules:

1. **Community Engagement Proposal**: Students will explore issues and concerns in their communities (home, place of worship, civic, work, school) and will identify a problem connected with the community that they wish to study. Students will explain how their own interests, goals, and values align with the organization or agency's mission. This paper will take the form of a proposal or memo.

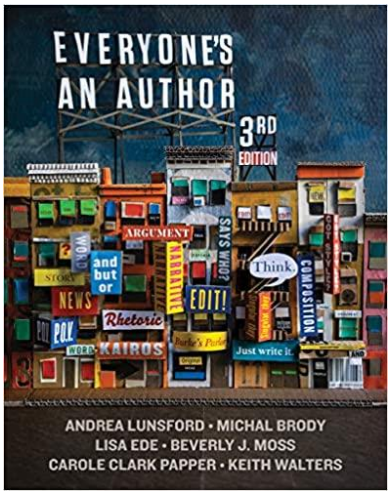
2. **Community Genre Analysis**: Students will identify two distinct texts in different genres (written, visual, and/or oral) created by their organization or related to their selected issue. Students will write an explanatory genre analysis of the two texts and how they operate rhetorically. Students will engage in peer review activities during the writing process.

3. **Local Fieldwork:** Students will identify a social, political, or ethical issue related to their local community or partnering agency. As part of this assignment students will generate research questions pertaining to the topic and their inquiry. Local research may include field observations, consulting local and primary sources, collecting surveys, and conducting interviews.

4. **Broader Community Study:** The broader community study will build upon students' local research, extending it into a broader inquiry. Students have the option to change their focus. This project will incorporate secondary research in order to examine the societal impact of their chosen issue. This includes developing a larger list of sources and creating an evaluative annotated bibliography.

5. **Multimodal Community Product/Tool:** Students will create a multimodal product or tool based on the needs of their community partner, organization, or a topic they are exploring. This can be an individual or group assignment to be completed with classmates focused on a similar topic. The goal of this project is to synthesize the research and writing students have done and present it to their classmates and/or chosen community.

Required Texts & Materials

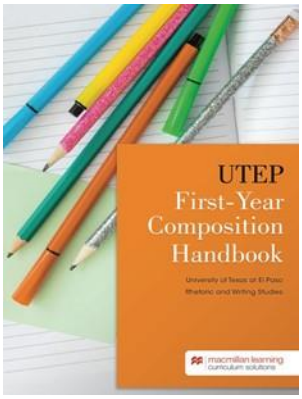


Lunsford, A., Brody, M., Ede, L., Moss, B.J., Papper, C.C., Walters, K. (2021).

Everyone's an Author, 3rd. Norton Publishing.

ISBN: 978-0-393-88568-2

Available at the UTEP Bookstore.



Rosenberg, L. et al. (2022). UTEP First-Year Composition Handbook.

An e-book available through the UTEP Bookstore.

Course Assignments and Grading

Grade Distribution (Students can earn a total of 1000 points for the course):

1000-900 = A 899-800 = B 799 -700 = C 699- 600 = D 599 or below = F

Module 1 Community Engagement Proposal
Major Assignment: 50 pts.
Module 2 Community Genre Analysis
Major Assignment: 150 pts.
Module 3 Local Fieldwork
Major Assignment: 200 pts.
Module 4 Broader Community Study
Major Assignment: 150 pts.
Module 5 Multimodal Community Product/Tool
Major Assignment: 150 pts.

Total Points for Major Assignments: 700 pts.

Total Points for Reading Journals, Reading Quizzes, and Writing Activities: 300 pts.

Grading: Your instructor will assign due dates for all assignments and will provide you with detailed assignment sheets that describe expectations, constraints, and deadlines for each project. You are required to adhere to the terms of your instructor's grading policy that is attached to this syllabus.

Course Delivery

Course Delivery:
In fall 2021, RWS 1302 will be held primarily face-to-face on campus. There are a few sections that are designated as online. Those classes may meet synchronously while others may meet asynchronously through Blackboard. Whether face-to-face, online, or hybrid, the course is designed to engage students through discussions with your classmates and instructor using Blackboard (Bb). In order to succeed in the course, you will need to have regular use of the internet and a stable connection regardless of whether your class meets face-to-face, hybrid, or fully online. Although you can use the Blackboard App on your phone, it is highly recommended that you compose your work for class, and perform class activities, via a computer. If you don't have a computer or reliable internet at home, the university can help you with resources: Technology Support - UTEP. Please speak with your instructor immediately if you will need assistance. We want you to have the opportunity to succeed in class without concern about access. There are also computers available for you to use in the library on campus.

Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the *Help Desk* as they are trained specifically in assisting with technological needs of students.

Students can prepare by taking the Blackboard Student Orientation (*https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html*

Submitting Work: All work will be submitted through the Bb course shell for this class. Since Bb comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA or MLA format unless directed otherwise. Be sure to name each submitted assignment with your name and the title of the assignment.

Late Work: For major assignments, I accept late work for 12 hours after the assigned due date. Please contact me as soon as possible regarding any circumstances that affect your ability to complete coursework on time.

Participation: Active participation is vital to your success in this hybrid course. This includes engaging with classmates through discussion activities and working toward major assignments through frequent writing activities.

Classroom Etiquette: Debate, critical inquiry, and intellectual diversity are essential elements to higher education and a process of learning. There is the potential during this course for controversial and sensitive topics to be discussed during small group or whole class interaction (whether face-to-face or online), and to surface through discussion board postings. You are expected to demonstrate respect and courtesy for your peers and instructor when they express differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be permitted. Angry displays, whether in writing, online postings, or in class discussions will be handled as disruptions to the wellbeing of the class and responded to as negative participation.

University and Program Policies

FYC Class Attendance Policy

According to UTEP's *Curriculum and Classroom Policies*:
The student is expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform each instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course-drop deadline or with a grade of F after the course-drop deadline.
Please consult UTEP's *Curriculum and Classroom Policies* for more information regarding Excused Absences for University-Recognized Activities, Absence for Religious Holy Days, and Military Leave

Attendance is mandatory for all freshman-level courses. Students are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help students learn to improve their writing, often through the discussion of a sample student project (sometimes the student's, sometimes one written by a classmate).

In addition, the First-Year Composition Program has developed the following policies that should be adhered to strictly by all instructors:

For Face-to-Face Classes:
Students are entitled to a single week of unexplained absences without penalty (for example, 3 classes missed in a three-times-a-week class, 2 classes missed in twice-a-week class, 1 class missed in a once-a-week class).

After 2 total weeks of absence (not necessarily consecutive classes) the student's grade is lowered by a full letter (A becomes B, etc.).

After 3 total weeks of absence (not necessarily consecutive), the student is automatically dropped from class. Missing a scheduled conference with the instructor constitutes an absence.

For Hybrid courses
The attendance policy for hybrid courses aligns with the structure for face-to-face courses with each missed weekly class meeting constituting absence from a week of class.

The program recommends that the student contact the instructor to discuss the attendance policy and how it applies in cases in which it is not possible to attend a weekly class meeting, while continuing to maintain robust participation in class activities. [see also online courses]

For Online courses
In an online class, attendance is measured by participation in class activities. The attendance policy for online courses aligns with the structure for face-to-face courses, with each missed week of class activities constituting absence from a week of class.

The instructor can measure participation through various pathways, such as completion of scaffolded activities and discussion posts, and responding to other students' posts and feedback. We also recommend measuring course activity by using the Course Reports feature on Blackboard, particularly the Course Activity Overview.

When it becomes evident that it is not possible to participate in class, the program recommends that the student contact the instructor to discuss the attendance policy and how it applies, before resuming robust participation in class activities.

Drop Policy
If you cannot complete this course for whatever reason, please contact your instructor. Your instructor can help you with the drop process and you can contact the Registrar's Office. If you do not drop, you are at risk of being dropped by the instructor and possibly receiving an "F" for the course.

Academic Integrity
The University of Texas at El Paso prides itself on its standards of academic excellence. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for

another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Instructors are required to report the suspected academic dishonesty to the Office of Student Affairs. Visit the *Office of Student Conduct and Conflict Resolution* page for more information on Academic integrity.

Accommodations

UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the *UTEP Center for Accommodations and Support Services* (CASS). Students are encouraged to visit CASS in room 106, Union East Building or contact them at 747-5148 or cass@utep.edu.

University Writing Center

UTEP's University Writing Center (UWC) offers free writing tutoring assistance for all UTEP students. The tutors are undergraduate and graduate students who can help with all parts of a writing assignment, including prewriting, organizing, revising, and editing. They can also help to understand any writing assignment and help work on comprehending difficult textbook material. Go to University Writing Center - UTEP to make an appointment with a writing center consultant. **Extra Credit @ The University Writing Center:**
You can earn extra credit by visiting the Writing Center in person or online at *https://www.utep.edu/uwc/*.
Each UWC session counts for 4 points, for up to 40 total points. To receive extra credit, email me your UWC visit forms.

Military Students

If you are a military student (veteran, dependent, active) please visit the *Military Student Success Center*. I also recognize the complexities of being a student veteran. If you are a student veteran, please inform me if you need special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a complication, I will do everything I can to assist you or put you in contact with university staff who are trained to assist you.

Course Support Resources

Title IX	915-747-8358	*Institutional Compliance*
Dean of Students	915-747-5648	*Dean of Students*
UTEP Health & Wellness Center	915-747-5624	https://www.utep.edu/chs/shc/ studenthealth@utep.edu
UTEP Police Department	915-747-5611	https://www.utep.edu/police/ police@utep.edu
Counseling and Psychological Services	915-747-5302	https://www.utep.edu/student-affairs/counsel/ caps@utep.edu

Important Dates for the Spring 2022 Semester

Jan 17th Dr. Martin Luther King, Jr. Holiday – University Closed

Jan 18th Spring classes begin

Jan 18–21st Late Registration (Fees are incurred)

Feb 2nd Spring Census Day

Mar 14-18th Spring Break (*TENTATIVE*)

Mar 25th Cesar Chavez Holiday – no classes

Apr 1st Spring Drop/Withdrawal Deadline

Apr 15th Spring Study Day; May 5th Spring – Last day of classes

May 6th Dead day

May 9-13th Spring Final Exams

May 18th Grades are Due

Course Calendar

Major-Assignment Calendar:

1. **Week 2, Community Engagement Proposal**: Due Sunday, January 30th
2. **Week 5, Community Genre Analysis**: Due Sunday, February 20th
3. **Week 9, Local Fieldwork:** Due Sunday, March 27th
4. **Week 12, Broader Community Study:** Due Sunday, April 17th
5. **Week 15, Multimodal Community Product/Tool:** Due by our Week 15 class meeting

Reading Calendar:

Key: EAA=*Everyone's An Author*; FYC=*First-Year Composition Handbook*

Module 1 Readings:

The first assigned readings are due before our **Week 2** class meeting:

- Brief excerpts from the *FYC Handbook* (pp. v-xiii; 177-181): "Indigenous Land Acknowledgment Statement"; "First-Year Composition Handbook"; "RWS 1301 & RWS 1302 Learning Objectives"; "On Writing Block"; "Introduction: Welcome to RWS 1302"; "Module 1: Community Engagement Proposal"
- *Everyone's an Author* pp. 1-17: "Part 1 Introduction: The Need for Rhetoric and Writing"; "Chapter 1: Thinking Rhetorically"

Module 2 Readings:

- **Week 3:** Chapter 4: "Meeting the Expectations of Academic Writing" (EAA, pp. 35-49); "Module 2: Community Genre Analysis" (FYC, pp. 200-202)
- **Week 4:** "Writing Analytically / 'Let's Take a Closer Look'" (Part 1) (EAA, pp. 229-255)
- **Week 5:** "Writing Analytically / 'Let's Take a Closer Look'" (Part 2) (EAA, pp. 256-281, beginning at "Visual Analysis")*;* "Module 3: Local Fieldwork" (FYC, pp. 203-218; This includes two sample student texts.)

Module 3 Readings:

- **Week 6:** "Writing Analytically / 'Let's Take a Closer Look'" (Part 1) (EAA, pp. 229-255); "Module 3: Local Fieldwork" (FYC, pp. 41-43)
- **Week 7:** Chapter 9, "Writing Processes" (EAA, pp. 109-122)
- **Week 8:** Chapter 20, "Starting Your Research: Joining the Conversation" (EAA, pp. 477-485)
- **Week 9:** Excerpt from Chapter 21, "Conducting Field Research" (EAA*,* pp. 506-514)

Module 4 Readings:

- **Week 10:** Chapters 22-23, "Keeping Track" (pp. 515-519); "Evaluating Sources" (pp. 520-528); "Module 4: Broader Community Study" (FYC, pp. 224-226)
    - **Suggested reading:** Chapter 8, "Distinguishing Facts from Misinformation" (pp. 98-108)
- **Week 11:** Chapters 24-25, "Annotating a Bibliography" (pp. 529-533); "Synthesizing Ideas" (pp. 534-540)
    - **Suggested reading:** Chapter 26, "Quoting, Paraphrasing, Summarizing" (pp. 541-554)
- **Week 12:** Chapter 27, "Giving Credit, Avoiding Plagiarism" (pp. 555-562)
    - **Secondly, choose a chapter based on citation style:** Chapter 28*,* "MLA Style" (pp. 563-617); OR Chapter 29, "APA Style" (pp. 618-666)

Module 5 Readings:

- **Week 13:** Chapter 35, "Writing in Multiple Modes," (pp. 776-793); "Module 5: Multimodal Community Product/Tool" (FYC, pp. 233-234)
- **Week 14:** Chapter 34, "Designing What You Write" (pp. 757-775)
- **Week 15:** Choose a chapter we haven't read